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ABSTRACT

A 12-week practicum testing a method for improving writing skills and self-esteem among secondary school students learning English for speakers of other languages (ESOL) is reported. Thirteen students in a larger class at one school were identified for participation, and placed in small heterogeneous groups by skill level. Groups selected writing tasks for a student newsletter, including an advice column, issues and interviews, human interest stories, a comic strip, production, and editing. Individual students completed writing tasks, received feedback through peer conferencing within groups, and revised their writing. Weekly language and writing skills practice was also provided. Student progress was measured by pre- and post-course writing assessments and an attitudinal survey of students. Seven students remained at the school to complete the study. Results show some improvement in student writing skills and indicate the student newsletter was a motivating factor for students. The study's objectives were partially met. Appended materials include evaluation materials, weekly activities and supplemental resources, pre- and post-instruction writing samples, individual writing samples produced during process writing, and a sample of the student newsletter. (MSE)

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ED 409 720

HELPING SECONDARY ESOL STUDENTS TO DEVELOP BASIC WRITING SKILLS THROUGH PROCESS WRITING AND PUBLICATION

by

Cindy L. Bhebe

A Final Report Submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in the University database system for reference.

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Abstract

Helping Secondary ESOL Students to Develop Basic Writing Skills through Process Writing and Publication.
Bhebe, Cindy L., 1996. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: ESOL/Writing/Process Writing/Publication

This program was developed to help ESOL students to acquire second language writing skills and improve self-esteem. Strategies included heterogeneous grouping, cooperative interaction, process writing and publication. The target group will consisted of seven ESOL students selected from a population of twenty-five students identified as being Limited English Proficient (LEP). Objectives were for 80% of the students to show an increase of two points in the area of organization and a one point increase in the area of conventions on a writing assessment test. Objectives also included 100% increase in quantity and quality of writing as measured by analytical survey, 80% of the students to demonstrate transfer of writing skills to content area classes and 80% to demonstrate an increase in self-esteem as measured by analytical survey. Progress was measured by pre and post writing assessment testing, analytical survey, and student attitudinal survey. The process/product was rated by comment from language arts professionals. The objectives were partially met in the study. Some improvement was observed and the publication was a success in improving motivation. Appendices include evaluation materials, weekly activities and supplemental sources, pre and post samples of the writing assessment test, individual samples of writing produced in process writing, and a sample of the process/product student newsletter.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Cindy Blake

student's signature

Document Release

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10/5/96

date

Addendum

This researcher began post graduate studies at Nova Southeastern University in Fall 1992 and at that time obtained a Form and Style Manual in order to comply with appropriate standards for written assignments. Therefore, the appendices in this practicum document are cited in accordance with the 1992 Form and Style manual.

Nova Southeastern University
Fischler Center for the
Advancement of Education

PROJECT VERIFICATION FORM

Dear Mentor:

Practicum students in Nova Southeastern University's GEM programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity to which this will be aattached. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum Title "Helping Secondary ESOL Students to Develop Basic Writing Skills Through Process Writing and Publication"

Student's Name Cindy L. Bhebe Completion date June 6, 1996

Project Site LaBelle High School

Mentor's Name Mickey Foster
print
signature

Mentor's position at the site Principal Phone # 674-4123

Comment on impact of the project (handwritten):

I was pleased to see evidence of published writing through a "newspaper" that was a great effort in ordinary another high school in another district. I anticipate improved writing scores from these students.

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CHAPTER I

Purpose

This study was conducted at a high school located in a small town in south Florida. The mainstay of the community is agriculture. The major crop in the area is citrus. Due to freezes several years ago, the industry branched southward in order to survive. Along with the citrus crop came the seasonal workers that pick fruit and work in the packing plants. The population of the town is 3,100 with an influx of migrants into the area propelling the count to 5,500 during the harvest season. Most of the migrant population is of Mexican heritage. This change in economy, accompanied by the change in population, has caused drastic changes in the number of Hispanic students being served in the public school system.

Currently, there are 769 students enrolled at the study site. This includes 277 ninth graders, 181 tenth graders, 176 eleventh graders, and 127 twelfth graders. The racial composition of the school is 57.6 percent white, 10.2 percent black, 0.7 percent Asian, 0.6 percent Indian and 30.9 percent Hispanic. The family background studies show that 43.0 percent of parents attended post-secondary school, while 31.0 percent did not graduate from high school. The school staff consists of 44 professional staff members, which includes two counselors and one librarian. The school is the only secondary educational facility in the area.

There are a variety of extra-curricular activities available for students. There are many sports activities and clubs which encompass a variety of interests, as well as musical opportunities in the band and chorus. The migrant population participates mostly in soccer. In the migrant population, parental support for extra curricular activities as well as interest in academic achievement is lacking. This is perhaps partly due to the rigorous work schedule of the migrant worker.

Due to the large migrant population, federal funding is available to assist the migrant families in the community. The assistance is in the form of social assistance such as funding for early child care and transportation to medical facilities. Educational assistance is also provided through the Migrant Department through after school tutorial sessions for school children. Also available for secondary school students is semi-independent training in study skills and funding for a summer institute program in which high school students can gain up to two credits toward graduation in collaboration with the Portable Assisted Student Sequence program (PASS).

This researcher's duties at the study site include teaching four periods of ESOL (English for Speakers of Other Languages) in lieu of an English credit and two periods of ESOL Listen-Speak skills. Prior to this year, this researcher's experience with ESOL students consisted of four years of service in an adult ESOL community program. Duties included three years of teaching communication skills in the class room and serving one year as the program director.

At the study site, the ESOL English classes are small (five to twelve students), multilevel, and taught in English using ESOL strategies. The ESOL Listen-Speak sessions, taught using similar strategies, are larger, having as many as twenty-two students per session. The ESOL program also employs two bilingual instructional aides who serve as language facilitators and tutors for Limited English Proficient (LEP) students in subject area classrooms. The teacher/student and teacher/bilingual aide ratios are well within the required state guidelines. The subject area staff working with the LEP students are trained to meet the state requirements in ESOL for working with LEP students in content area classes. Students are placed in the ESOL program according to classification by the Idea Oral Proficiency Test for grades seven through twelve (IPT II). Those students classified by the test results as Non-English Speakers (NES) and Limited English Speakers (LES) are placed into the ESOL program.

Staff size in the ESOL program at this site has been reduced in the past two years due to lack of funding. Previously, the program consisted of a staff of five, including one ESOL teacher, one English speaking aide, and three bilingual aides. Much of the curriculum for the LEP Students was delivered in a "pull out" program in which the students were taught separately from the main body of students. In the current year, the structure of the LEP Program at the site presents a drastic change. With the exception of ESOL English and ESOL Listen - Speak, the LEP students have been integrated into the mainstream with the assistance of bilingual aides.

The population of migrant LEP students at this site is compromised of approximately 40 students, who are mobile throughout the school year. With the exception of two Cuban students, all are Mexican nationals. It has been the finding of this writer that most Mexicans migrating to the United States have received six years of primary education and are literate in their native language, although many have not exercised their academic skills for a number of years. In Mexico, eight years of education is mandatory (Brigham Young University, 1995). Some migrant students do not arrive in the United States until after the start of the academic year and, consequently, do not enroll in school until late Fall. Many come with no transfer grades. The existing policy among the subject area teachers at the site is to begin the grading process for these students with a 64/F rather than a zero. One factor that many of the LEP students have in common is that they are older than the rest of the school population in their grade level. This contributes to their lack of motivation and to their risk of dropping out of school.

It may also be noted that the majority of LEP students that enroll at the site have been served in an academic LEP program for between one and one-half and two years. Some have attended middle school in areas where they were "immersed" into the English mainstream classes. Others have been taught through bilingual education programs in the western United States or south Florida during their middle school years. All in all, the students have a variety of ESOL and bilingual instruction.

The problem that is most pronounced within the current program that exists to serve the LEP students at the site is the inability of the LEP students to do assigned writing tasks. This shortcoming has become especially noticeable since the trend in education at the site is leaning toward "Writing Across the Curriculum". Subject area teachers are incorporating more writing assignments into their curriculum. The subject area teachers have had or are in the process of training for using strategies for English as a Second Language (ESL) learners in the classroom. However the inability of the LEP students to perform in simple writing assignments still remains, as has been evidenced by this writers observations.

Another problem is that students who have exited the LEP program (that is those who have scored at a mastery level on the IPT II Oral Proficiency Test) and have been placed in the mainstream are often pulled out for remediation due to language comprehension problems, inability to use the proper convections of English, and inability to express thoughts in writing.

This writing requirement is particularly problematic for ESOL students since of the second language acquisition skills, writing the English language is the last skill they will master. Second language learning always follows the same pattern as learning the first. The pattern is always in this order: listening, speaking, reading, then writing (Leininger and Moore, 1993). Also, it is a well established fact that to master a language in the academic sense, as Cummins coined, to be CALP (Cognitive Academic Language Proficiency), takes five to seven years (Cummins, 1981). The

problem is magnified by the fact that students come from a background of having only primary education in their native language through rote memorization (Eschevarria, 1994). Creative writing is not a concept to which they have been exposed.

To reiterate, the statistics of the school body population reveal approximately 31 percent Hispanic students. It is probable that over the course of the current school year, approximately forty students of a migrant population will be enrolled for at least a portion of the school year. Therefore, the target group compromises approximately 17 percent of the Hispanic students enrolled. The target group for this study consists of 25 students classified as LEP (NES and LES according to the IPT II test) in the 1995-96 school year. The students in the target group are listed according to age and gender in Table 1. Also listed in Table 1. is their oral proficiency test score as determined by the IPT II Test. The score of "A" is regarded as a NES classification, whereas the scores "B", "C", and "D" are progressive levels of LES classifications.

Table 1

LEP Target Population Classified
According to Age, Gender and IPT Score

Subject no.	Grade	Age	Gender	IPT score
1	9	16	male	C
2	9	14	female	C
3	9	16	female	B
4	9	16	male	A
5	9	15	female	A
6	9	17	female	A
7	9	16	male	A
8	9	16	male	A
9	9	16	female	D
10	9	16	male	C
11	9	16	male	D
12	10	17	male	A
13	10	18	male	A
14	10	17	female	A
15	10	19	female	A
16	10	17	male	A
17	10	18	female	B
18	10	16	male	B
19	10	19	male	B
20	10	17	male	B
21	11	18	female	C
22	11	19	male	A
23	11	19	female	A
24	11	19	male	D
25	11	18	male	A

Because the problems in LEP student writing become particularly apparent when the student is integrated into mainstream classes, this researcher structured a needs assessment test which used the regular classroom teacher as an assessor. In this instance, the scorers were selected from the regular classroom English teachers at the study site.

Three scorers were selected. The method of writing assessment was modeled after The Florida Writes Writing Assessment test. The English staff had been previously trained in scoring writing assessments according to a 6.0 point rubric scale, such as is used in The Florida Writes Writing Assessment Test. The papers were scored holistically, taking into account four factors: organization, focus, support and conventions (see Appendix A:52). The staff, qualified to do such a holistic assessment, needed only to take one aspect into consideration: The language proficiency of the writers. The scorers were given model papers to view that are authentic fourth grade responses to an expository prompt on The Florida Writes Writing Assessment Test. The models were representative of low, medium, and high scores according to the rubric scale employed for scoring. This was necessary because the actual writing of the LES student most resembles what would be obtained in a fourth grade level response. It was predicted by this writer that many NES level students would produce papers that are low or unscorable even according to a fourth grade level comparison.

The target group was asked to write in response to a particular prompt. In this instance, the prompt was "Explain to an American adult the reasons why a migrant student may drop out of school." The subjects had forty-five minutes in which to plan and write their response. Two modifications were made due to the low level of language proficiency of the test participants. The first modification was that the subjects be allowed the use of a bilingual dictionary in order that they may better

express their ideas. The second modification made was that the prompt be given in both English and Spanish in order to insure that the subjects had a full understanding of the topic.

The needs assessment yielded surprising, yet interesting, results (see Table 2). The two scorers (A and B) employed to do the initial assessment differed widely in assigning values to the individual elements being assessed. In the needs assessment, the area in which the scores most closely matched was conventions, followed by support. The area in which there was the most discord was organization, with focus following closely. In spite of these differences, the holistic values were agreeable enough that scorer (C) was only needed to verify the holistic scores on two papers.

The needs assessment had shown that eight out of thirteen secondary level LEP students in the target group are unable to write as effectively as an average fourth grade student. Results have also revealed that these students lack the basic skills needed to be understood by the regular classroom teacher. Noting the areas in which students scored 1.0 or less, (note the bottom line in Table 2) it is clear that the areas of organization and conventions are where the LEP students exhibited the most serious shortcomings. It is alarming that among the assessors who are mainstream English teachers, these areas of writing proficiency would be viewed so differently. The possibility existed that mainstream teachers may view a writing handicap as lack of intelligence, rather than a lack of writing proficiency.

Table 2

Results From Needs Assessment

	Response by Scorer										
	Organization		Support		Conventions		Holistic		Collaborator		
Subject	A	B	A	B	A	B	A	B	A	B	C
1	3	1	3	3	1	3	1	0	2	2	
2	4	1	4	3	2	4	3	4	3	3	
3	0	1	1	2	1	4	0	3	1	2	
4	1	1	3	2	3	3	1	2	3	2	
5	UN	0	UN	0	UN	0	UN	0	UN	1	
6	4	2	4	5	4	4	4	4	3	4	
7	1	1	1	4	2	4	1	4	1	3	1
8	4	4	3	5	4	5	2	2	3	3	
9	0	2	1	1	1	2	1	1	1	1	
10	4	4	4	4	4	4	3	4	4	4	
11	UN	2	UN	4	UN	4	UN	1	UN	2	1
12	3	3	3	4	3	2	1	2	2	2	
13	1	1	1	0	1	2	1	1	1	1	
Total < 1	6	7	6	3	4	1	8	5	6	3	

Three scorers are designated as A, B, and C. The designation "UN" stands for unscorable.

The outcome objectives for this study were improvement in both the areas of writing and self esteem. This researcher projected that after participating in a twelve week program incorporating task based process writing and the publishing of a class newsletter the following objectives would be reached:

1. Eighty percent of students in the target group will show an increase of two points on a teacher made writing assessment test (See Appendix A:52) as measured by a 6.0 point rubric scale in the area of organization. The assessment test will be given prior to project implementation and at the conclusion of the project.

2. Eighty percent of the students in the target group will show an increase of one point on a teacher made writing assessment test in the area of conventions as measured by a 6.0 point rubric scale (See Appendix A:52). The assessment test will be given prior to project implementation and at the conclusion of the project.

3. One hundred percent of the students in the target group will demonstrate an increase in quantity and quality of writing as shown in individual contributions to the process/product newsletter and as evidenced by analytical survey. The analytical survey may be viewed in Appendix B:56). The survey evaluation will be used to assess individual pieces of writing corrected by peer conferencing during week four, week seven, and week eleven of implementation.

4. Eighty percent of the students in the target group will exhibit a more positive attitude toward themselves, and a more positive attitude toward school as measured by a pre/and post attitudinal survey (See Appendix C:58) given during the first week

of project implementation and again at the conclusion of the project.

5. Eighty percent of the students in the target group will demonstrate transfer of writing skills to use in content area classes as shown by an increase of fifteen percent in grades given on written assignments in a content area class.

CHAPTER II

Research and Planned Solution Strategy

In the field of ESL teaching, the literature clearly shows a metamorphosis of strategies from those methods that have been used in the past into what is the trend today. For clarification, Elliot, Paris and Bodner (1990), paint a picture of this development that begins with the spirit of cultural assimilation, prevalent at Henry Ford's English school. There the virtues of uniformity as well as English were taught. During the 1950s, and coinciding with the interest in science methodology in education came Robert Lado's scientific approach to language, which is still of great influence today, in which drill and accuracy were stressed. Next came the acknowledgment of the importance of context to instruction. Hymes, as cited by Elliot et. al. (1990), raised the issue of communicative competence. Emphasis began to be placed on the preservation of cultural heritage rather than cultural assimilation. The needs of the individual became more important than "melding" into society.

Today's paradigm follows Hymes lead. There is emphasis on the use of "real" language in a student centered classroom that encourages language acquisition, considers the nature of the learner, and employs

interpersonal strategies for instruction. It is through this paradigm that this researcher viewed the task of teaching student writing.

It has been realized by researchers of the writing process that there has been more emphasis placed on the mechanics of writing than on the meaning of the writing. Hansen (1987:11) presents the following illustration comparing the writing of two students. Although the first student's writing has the proper mechanics, the second student's writing clearly shows more meaning.

Student #1

My name is Suzanne.
I am six years old.
I go to school.
I have a dog.

Student #2

WEN RAN	When Rain
KUMS DAN	Comes down
IT DANS	It dances
IS IN THU PUDLS	In the puddles
AND	And
SPLAZI IN THU	Splashes in the
IR PSSSS	Air , p-s-s-s.

Viewing these attempts at writing the reader becomes aware that even the beginning ESL learner can write to create meaning. Both Hansen (1987) and Elliot et. al (1990) comment, however, that some focus must be placed on mechanics because mechanical errors interfere with transmission of the message to the reader It has been noted by Elliot

(1990) and Huddleson (1980) that there are many similarities between the learning of writing by the English primary learner and the ESL student learning writing. Both groups make many of the same kinds of mistakes in spelling and structure that take place during the learning process. Therefore, one may conclude that strategies that have been successful in the primary writing classroom would also be successful in the ESL writing classroom.

In actuality this has been the case. The Process Writing Approach, successfully used in the elementary classroom, also proved to be a successful strategy for ESL writers. One model that can be observed is that of Angeletti's community of writers in a second grade classroom (Angeletti, 1993). Angeletti's model stresses the importance of group work, including group writing and group conferencing. In this prototype, in contrast to a teacher centered writing classroom, most of the responsibility was given to the students which resulted in a sense of "ownership." The finale of the project was the publishing of children's books. One factor Angeletti found to be of significant importance was that in order for the children to be motivated and have pride in their work, they needed the freedom to choose their own topics and make other decisions about their publications.

Similar writing groups in ESL classrooms were established by Urza (1987) and by Scane, Guy and Wenstrom (1991). Both employed the Process Writing Approach. The format for using this approach has been well outlined in the literature and is as follows:

1. Prewriting activities:
    a. whole class activities
    b. group brainstorming
2. First draft
3. Peer conferencing
4. Student revision
5. Teacher conferencing and final revision
6. Publication

Urza (1987) comments that the Process Writing Approach eliminates some of the problems encountered in journal writing. Two such problems are lack of student response and the long period of time necessary for productivity to begin. Urza (1987) found that students develop in three areas as a result of composing and revising. The first is that students develop a sense of audience. The immediacy of audience in the group setting has a dramatic effect. Second, the students develop a sense of voice. That is, a strong sense of personal expression and enthusiasm appear in their writing. Finally, they develop a sense of power as they learn that language can be arranged and manipulated to convey their meaning. It is something over which they can exercise control.

Hansen (1987) supports the stance that teachers need only make corrections when student conferencing for improvements is exhausted. Hansen comments that through learning this process approach to writing the student becomes an independent learner and that the structure established for listening and writing is spread throughout the day. Having more of an audience than just the teacher is also beneficial to the student. This process also allows the teacher time to observe and respond to the

individual writer and teach the skills most crucial to the task at hand. In Hansen's model, the preference is that if there is a student able to teach the skill needed, to allow the student to be the teacher.

Howgate (1982) outlines a model to establish acceptable group behaviors. She suggests grouping students into heterogeneous triads. In the model, each student is both writer and critic. Each writer in the group has an opportunity to read aloud his composition. The other students in the group respond to the writing by asking questions to clarify meaning, by letting the writer know what points they particularly liked, and by offering suggestions. The group should have an assigned leader to ensure that each student has an opportunity to comment. The writer does not defend or explain, but takes notes and at the end of the session thanks the responders for their comments. The writer is free to accept or reject the suggestions at his or her own discretion.

Howgate also specifies that a number of conferences between the student and teacher are required in the "polishing" of a writing piece. The student-teacher conferences convene only after the group conferencing and student revision has been completed. Howgate suggests three student-teacher conferences. The first to clarify meaning, the second to examine structure and focus, and the last as proof reading for mechanical errors prior to publication.

Also, publication has proved to be a useful tool in teaching the writing process. Howgate (1982) found student letter writing in the lower grades to be particularly successful. An alternative to this is the

publication of a student newsletter. Sivell (1988) stated that there are two important things accomplished by the student-published newsletter. The first is to make "real" the goal of writing, that is, the transfer of information from writer to reader. Also accomplished is the involvement of writers of different ability levels in a finished product. In a regular classroom the low level writer often meets with failure due to the contextual factor. The newsletter breaks that cycle. The product is one of authentic communication. Sivell (1988) recommends that such a project should involve an exchange among schools.

Carter, as cited by Holmes and Moulton (1994), found that among junior high school students, publication of their work helped them not only to solve personal problems, but also to improve their classroom writing and their grades. A study undertaken with ESL college level students by Holmes and Moulton (1994) showed that writing and publication increased self-esteem. After the project finale, a publication of an anthology, From Around the World, the students were given surveys to reveal their perspective on writing. Of the seventy-five participants, the majority responded positively in the area of increased self-esteem. This is in agreement with Howgate's views that self-esteem is improved through the writing and publication process (Howgate, 1982). In fact, such a process satisfies the human need for personal achievement and a sense of recognition and approval from others as in Maslow's Hierarchy of Human Needs.

One tool that has been employed in teaching writing is the computer. Scane et al. (1991) found computers to be very motivational in process writing. Barnes (1993) had success using a computer based instructional design in essay planning for advanced ESL students. Also, Willensky and Green (1990) have achieved multiple student benefits through desktop publishing in the remedial language arts setting. In addition to being a motivational tool, well used in a task-based setting, computer skills are needed in today's job market. Therefore, it is an advisable tool to utilize.

There is also a need for improving skills of the minority student in post secondary education. The Task Force on CLAST (College Level Academic Skills Test) reported to the Florida State Department of Education that to rectify the current problem of minorities low scores on the CLAST, certain changes needed to be made in K-12 education. In addition to the need for parental involvement, emphasis needs to be placed on learning higher skills and teacher expectations need to be higher. Skills needed to pass the CLAST include essay writing.

This researcher believed that one solution to the problem of poor writing skills at the site was through a combination of strategies that had proved successful in the literature. The overall plan to resolve the problem combines the Process Writing Approach with production of a published product: a student newsletter. The principal features and skills to be developed in the project are outlined below.

Process Writing Approach

----------Individual choices
develop motivation
develop independent learning
----------Peer conferencing
develop listening skills
develop a sense of audience
----------Teacher role
facilitator
focus on task at hand

Process/ Product:
Newsletter

---------Sense of ownership
develop pride in work
---------Interaction with other schools
receive positive feedback

As Howgate suggests, students were placed into heterogeneous groups in order to facilitate contributions by students of different ability levels. In addition, Howgate's plan for modeling group behavior was employed. This modeling was necessary to develop the listening and communication skills needed for productive group work. This researcher also chose the Process Writing Approach as a method of implementation due to the dramatic effect of "immediacy of audience" witnessed by Scane (1991) and Urza (1987).

Another strategy employed, that this writer found to be of paramount importance to the success of the project, was that of freedom of choice in writing topics. Groups were allowed to vote to select a topic (from choices given by the researcher). Then each individual produced a piece of writing in the selected area. Angeletti found that in order for

students to be motivated and have pride in their work, they needed to be included in choosing their topic. This was also Howgate's stance on individual choice in writing.

This researcher proposed that a student utilize peer conferencing in order to correct and revise a particular piece of writing, and use the classroom word processor to spell check. Finally, each student was to confer with the classroom teacher for final corrections. This procedure follows methods used by both Howgate and Angeletti in cooperative group work for optimum performance. This researchers strategy adopts Howgate's method of having peer conferences by appointment until no more changes could be made, followed by teacher conferences to rectify specific points. In this model the teacher's main function is a facilitator. With students working together to make their own corrections, the teacher is "freed up" to attend to matters of most critical need.

This writer chose to produce a publication as a process end product, as is suggested by Angeletti's classroom model. This writer's intent was for a sense of ownership and pride to be developed among the students. Angeletti affirms this will happen when groups work together to produce a published product. Also, in following the success found by Scane, et. al. (1991), this writer chose to allow each student to use the word processor while preparing his or her piece for publication.

Finally, this writer chose desktop publishing to create a class newsletter, as the process/product for this study, to be introduced as an exchange between schools. Willensky and Green used desktop publishing

as a motivational tool in a remedial language arts setting in middle school. These researchers also comment that using computers also provides the student with a much needed job skill. Sivell states that the newsletter provides authentic communication and proposes that it should be introduced as an exchange between schools.

In summary, this researcher believed that the solution to the problem of poor skills in ESL writing at the study site could be rectified through publication of a student newsletter, the audience being ESL students at other high schools in the surrounding area. The format used for composition was the Process Writing Approach in a multi-level, student centered atmosphere. The role of the teacher was facilitator, guiding students to make their own improvements. Publication of personal work would serve to increase students' self-esteem and provide them with a useful job skill. Students would be required to use higher level thinking skills, become independent learners, and meet the high expectations required of them by the teacher, For those who will attend institutions of higher learning, mastery of such skills could ensure sucess.

CHAPTER III

Method

The methodology used in implementation, scheduling of activities and evaluation will be discussed below. Stategies used, skills practiced and other factors pertinent to the study will be individually addressed.

Heterogeneous Group Division

The target group was divided into heterogeneous groups of three to five students each for the purpose of cooperative group work during the twelve week implementation period.

One difficulty that arose using this structure with the target population was that it was difficult to have consistent group members for the completion of a particular writing task. Due to absences and to the migration of students to other states, it was not possible to have a small group of the same students work together for the period of time necessary to establish trust. This writer believes this scenario to be an interfering factor to the productivity of some participants. Of the 25 students in the target population (listed in Table 1 on p. 7), thirteen of those most likely to remain at the site for a 12 week period were selected for tracking in this study. Refer to Table 3 on p.24 for specifications of the revised target population.

Task Assignment

Each group chose a task in the production of the student newsletter. The newsletter sections in which the groups participated as suggested by the teacher, although not limited to such, are as follows:

Advice Column
Issues and Interviews
Human Interest
Comic Strip
Desk Top Publishing (Production)
Editing

The only problem that developed from the choices as given by the teacher were that many students preferred to work on the comic strip task. Although being a very strong motivational tool, comics did not provide any significant quantity of writing to be produced.

Table 3

Revised LEP Target Population Classified According to Age, Gender and IPT Score

Subject no.	Grade	Age	Gender	IPT score
1	11	18	male	A
2	11	19	male	C
3	10	19	female	A
4	10	18	male	D
5	9	16	male	A
6	10	16	male	C
7	11	19	female	A
8	10	16	male	B
9	9	14	male	B
10	10	17	male	A
11	10	17	male	B
12	11	19	male	A
13	10	17	female	A

Peer Conferencing

Students were placed in assigned writing groups. For group training, the teacher facilitated the peer conference, ensuring that each group member participated and that no comments were made in a negative manner. After the initial group training, a group leader was assigned to facilitate the conferences.

Each group member was required to complete a written assignment. Each student then shared his or her work with the group. Individual comments from each group member were made in a positive manner. The writer was required to make notes of the comments made. After the peer conferencing session was completed the writer was required to thank the group members for their comments. The writer then revised the work at hand, accepting or rejecting suggestions made at his or her own discretion. The writer was then ready to participate in a second peer conference, carried out in the same manner as the first. Each writer was required to participate in at least two peer conferences to revise a particular work. More could be scheduled to satisfy the author, if so desired.

This researcher found that the time needed to model appropriate group behavior was more than anticipated. Students were slow to exhibit the cooperative behavior needed for the success of the Process Writing Approach.

After peer conferencing sessions had been completed for a

particular work, the student was required to type the piece of writing using the class writing processor and to do self spell checking. When this had been completed, a conference was to be scheduled with the classroom teacher for final corrections in mechanics and form prior to publication.

It was necessary to make two changes in the conferencing phase of implementation. One adjustment that was necessary due to the aforementioned problem of inconsistent attendance, was that no established group leader could be named. It was found early on in the project that if the "group leader" was absent, the entire group was reluctant to participate that day. A second revision that was made was in the format of the peer conferencing phase. This researcher found an initial peer conference concerning a particular piece of student writing was quite productive, but that a second peer conference concerning that same work yielded no changes. This phenomenon was found to be true in nearly all cases in the study. By contrast, in each case more than one student-teacher conference was found to produce positive results in the "polishing" of a paper .

Skills Practice for the Writer

The novice writers engaged in weekly skills practice that focused on the higher level thinking and organizational skills necessary to produce a good newsletter. Work was conducted with minimal instruction in basic grammar skills. Topics included were: Conducting an interview, writing for a specific audience, paraphrasing sentences, organizing paragraphs,

and grammar skills (refer to Appendix D:60 for a list of supplemental weekly activities). Supplemental materials and sources utilized are listed in Appendix E:64. Skills in conventions were addressed as a matter of need, allowing the focus to remain on the more complex writing skills that convey meaning to the reader.

Scheduling

Students were scheduled to spend two to three hours each week in writing groups. Peer conferencing was to be scheduled on weekly calendars according to individual need. The remainder of the time students were encouraged to resolve individual problems (in spelling or vocabulary), by using dictionaries and reference books or by asking for assistance from other group members. Teacher conferences for final corrections were to be scheduled by appointment.

In the actual application of this format, it was not possible to achieve calendar scheduling of conferences. This was because of student absences and changes in the participating target population. Also, it was found that students were much more responsive to solving individual problems when prompted to do so in a group setting than when guided to use texts as reference sources.

Publication

All group members were responsible for typing their piece of writing using the classroom word processor. The finished papers were

submitted to the newsletter's editorial committee. The committee chose which ones would be published from the papers submitted. Any needed changes were made by the editorial committee.

Deadlines for section articles were set up every four weeks, thus allowing one week for preparation and pre-writing activities. Therefore, at least two newsletters would be published by the target group during implementation. Goals included mailing the ESOL newsletter to at least two other high school ESOL classes in surrounding rural areas.

Due to delays in the production products caused by slow group response to modeling, the first newsletter was not published and distributed until approximately the eighth week of the study. That lead to time constraints in an interactive exchange between schools. To facilitate interaction, the newsletter was mailed to an ESOL class in a school within the same county as the site study.

Monitoring Progress

Final progress made over the course of this study was guaged by the administration of a writing assessment test (Appendix A:52) prior to implementation and during the twelfth week of the project. The progress of improvement over the course of the study was determined by analytical scoring of the final drafts of papers (See the Survey to Evaluate Writing Mechanics and Form in Appendix B:56) corrected through peer and teacher conferencing during the fourth, and eleventh week of the project. The transfer of writing skills to practical use in the content area classes

was to be measured by questionnaire response concerning the students writing assignment grades prior to and after eleven weeks of participation in this study. The reader may view Appendix D:60 for a timeline of activities. The students improvement in self-esteem was rated by a student attitudinal survey (Appendix C:58) given during the first week and during the last week of the study. Lastly, the rating of the process/product newsletter was made by personal comment from an ESOL teacher whose class received the newsletter and also comment from another language arts professional at the study site.

There were two changes in the monitoring during implementation. One minor change was that analytical scoring was done during the seventh week of the study in addition to the fourth and the eleventh weeks. Designed to record student progress, this researcher found it to be informative to do this additional evaluation. The second change was that one of the monitoring methods, transfer of writing skills to the content area classes, could not be completed due to time constraints. The writing assignments in content area classes in the latter part of the study were given for extra credit. Due to the semester coming to an end, there were no participants. Final exams took priority.

Originality

In previous years, ESOL English has been taught in the manner of a remedial English class. Emphasis has been on basic reading skills, basic

phonics, grammar book exercises, and skill practice in a very structured setting. Instruction in the past has been basically unidirectional. That is, only from teacher to student. Little writing has been included in the curriculum. By contrast, the focus of this study was on learning the English language as the result of a task-based project in a cooperative setting: Publication of a student newsletter. Such a new orientation has shown promise not only in language acquisition, but in increasing self-esteem in student populations similar to the target population at this site. The change in classroom instruction designed to meet such an end compared to the previous setting is stark.

Equipment

It was necessary to incorporate the use of a computer lab having at least five stations equipped with a student writing processor and spell checker for the purpose of maximizing student self-correction. Also needed was at least one computer station equipped with a desk top publishing program capable of producing a state of the art product.

Personnel Involvement

In order for the production and monitoring of this study to be executed, the cooperation of various personnel was obtained. Three members of the English Staff previously trained in holistic scoring methods were needed to assist in scoring the writing assessment test. Also, arrangements were made for the ESOL editorial committee to have access

to the school's the IBM Desk Top Publishing program. The Business Education Department at the study site allowed the use of a terminal to the editorial committee for this study. Of paramount importance was the involvement of the ESOL teacher in a neighboring community in distributing the process/product newsletter to her ESOL classes and in the encouraging correspondence with our site group. Her personal comments were requested as part of the process/product monitoring. In addition, response was received from another language arts professional at the site concerning the newsletter.

Chapter IV

Results

The improvement in writing skills as a result of participating in this 12 week study was to be validated by measurement with a teacher made writing assessment test (Appendix A:52). Papers were scored in the individual skill areas of organization, focus, support, and conventions, as well as given a holistic score. The scoring was structured on a six point rubric scale. Initial assessment was done prior to project implementation. At the end of the 12 week project, the writing assessment test was repeated. The assessors were secondary language arts teachers at the site who had previous experience with holistic scoring methods. The individual skill areas being observed and the holistic method of scoring was modeled after that used in the Florida Writes Writing Assessment Test. Several modifications were made in order to attain a more realistic assessment of the target population. Those modifications are as follows:

1. The prompt was given in both English and Spanish.
2. The subjects were allowed the use of bilingual dictionaries.
3. The papers were compared to established fourth grade level responses to an expository prompt.

The increase in student self esteem was measured by a teacher made student attitudinal survey (Appendix C:58). The focus of the survey was student attitudes toward academic achievement and basic skills. The

survey was evaluated according to a Likert scale. A maximum of thirty points was attainable by the subject. Results were examined overall and according to specific responses. The initial survey was administered during the first week of implementation. The survey was repeated during the last week of implementation.

The analysis of individual student progress in group writing was done by teacher rating according to an analytic scale. This analysis was done to subjectively rate grammar, mechanics, and form according to specific criteria (See Appendix B:56). The purpose of this rating was to record specific improvements in the subject's writing ability. This analytic scoring method utilized a portion of a scale devised by John Anderson, as cited by Hughes (1989) in Testing for Language Teachers, pp.91-93. The rating was done to compare the level of achievement between the first work and the last work produced by each student during group projects. Ratings were done on the students' final drafts. The first evaluation was done during the fourth week of implementation. A second evaluation was done during week seven and the last evaluation was done using the last product during the 12 week study. This rating of the individual writing product was done by the researcher.

Due to student migration, only seven students of the initial 13 completed the study at the site. Results will be expressed with reference to the outcome objectives as follows:

Objective 1:

Eighty percent of the students in the target group will show an increase of two points on a teacher made writing assessment test as measured by a 6.0 point rubric scale in the area of organization.

Assessment according to scorer A follows:

One student had an increase of three points.
Two students had an increase of two points.
Two students had an increase of one point.
One students score remained the same.
One student had a decrease of one point.

Approximately 43 percent of the subjects met the objective showing an increase of two points or better. Approximately 71 percent of the subjects showed an increase of one point or more. Approximately 29 percent showed no improvement, or showed a decrease.

Assessment according to scorer B follows:

Two students had an increase in one point.
Three students had scores that remained the same.
Two students had scores that decreased by one point or more.

No students met the objective according to scorer B. Approximately 29 percent of the students showed an increase in one point, approximately 43 percent showed no change in performance, and approximately 29 percent showed a decrease in one or more points.

Objective 2:

Eighty percent of the students in the target group will show an increase of one point on a teacher made writing assessment test in the area of conventions as measured by a 6.0 point rubric scale.

Assessment according to scorer A follows:

One student showed an increase of two points.
Five students showed no change in score.
One student showed a decrease of one point.

According to scorer A, objective 2 was not met. Approximately 14 percent showed an increase of one or more points. Eighty-six percent showed no change or a decrease in score.

Assessment according to scorer B follows:

Three students showed an increase of one point.
Three students showed no change.
One student showed a decrease in one point.

Based on scorer B's opinion, objective 2 was not met. Approximately 43 percent of students showed an increase of one point. Fifty-seven percent showed no change or a decrease in score.

It is clear that although the two scorers (A and B) did not differ widely in the holistic scores they assigned to each paper, their opinion varied in the individual sections that were addressed. Pre and post writing assessment scores are presented in Table 4. A chart comparison of scores may be viewed in Appendix F: 68 (Figure 1 and Figure 2). As was found in the pre test, on the post test the scorers most closely agreed in the area

of conventions. Because of differences in scoring other skill areas, each scorer's individual rating will be briefly commented on here.

Table 4

Writing Assessment Results: Pre and Post Tests

Scorer A	Organization:		Focus:		Support:		Conventions:		Holistic:	
Student #	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	3	5	3	4	1	4	1	1	2	2.5
8	4	3	3	4	4	2	2	1	3	2.5
9	0	0	1	1	1	1	1	1	1	1
10	4	5	4	5	4	5	3	3	4	4.5
11	0	3	0	3	0	1	0	0	0	2
12	3	5	3	5	3	4	1	3	2.5	4
13	1	2	1	1	1	2	1	1	1	1.5

Scorer B	Organization:		Focus:		Support:		Conventions:		Holistic:	
Student #	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	1	2	3	2	3	2	0	1	2	2
8	4	2	5	3	5	3	2	2	3	2.5
9	2	2	1	2	2	3	1	2	1	2
10	4	3	4	3	4	4	4	3	4	3
11	2	2	4	2	4	1	1	1	2	1.5
12	3	4	4	3	2	4	2	3	2	3.5
13	1	1	0	1	2	1	1	1	1	1

Scorer C	Organization:		Focus:		Support:		Conventions:		Holistic:	
Student #	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
9	0	2	0	2	0	3	0	1	0	2
12	1	2	1	3	1	2	1	2	1	2.5

According to scorer A, there were overall increases made in all categories, though not for each student "across the board." The most gain was made in the areas of organization and focus; the least gain was made in conventions (See Figure 1). Results from scorer B presents an entirely

different picture. According to scorer B, overall, there was a slight decrease in organization, a larger decrease in support, followed by focus. Scorer B recorded an increase in conventions and a slight increase in holistic scores due to improvement in the individual scores of students 9 and 12.

It should also be mentioned here that in the post test the third scorer, (C), collaborated in the scoring for student numbers 9, 10, and 12. These results showed agreement with scorer B in the significant improvement made by students 9 and 12 over the course of the study.

It is evident that the holistic scoring employed here would be best used only to identify trends rather than to record exact measurements of improvement. See Appendix G:68 for pre and post writing assessment test products from two students in the target population. It is this writer's opinion that definite improvement can be seen in the area of organization, although this is in disagreement with scorer B's results. In the area of conventions it may be that what transpired is similar to a situation witnessed by Holmes and Moulton (1994). In a study of publication by ESL college students, they found some students to be reluctant to correct spelling and grammar if the meaning of the writing was understood. That is, communication was given a higher priority than conventions. A better view of students improvement during this project may be seen by looking at samples of individual student writing (See Appendix H:72). The samples given include an initial revised paper and the final draft.

Objective 3:

One hundred percent of the students in the target group should demonstrate an increase in quantity and quality of writing as demonstrated by analytical survey.

Although each student's progress can be viewed individually, (for example, the progress over time student number 12 made in the area of mechanics), this researcher wishes to analyze the overall progress. Results are listed in Table 5. Results from the survey indicate that no apparent progress was made in grammar (use of correct verb tenses and word order). Also, no significant progress is indicated in the area of organization (form). However, there is clear indication that progress was made over the course of the study in the area of mechanics (spelling and punctuation). This change could be due to the fact that over the course of the 12 week study, students became more comfortable with using the spell checker on the classroom word processor.

Table 5

Results from Survey to Evaluate Writing
Grammar, Mechanics and Form

Week 4

Student #	Grammar	Mechanics	Organization	
	1	2	2	3
	8	3	4	2
	9	4	4	3
	10	2	2	2
	11	2	3	3
	12	3	4	2
	13	2	2	2
Total Points		18	21	17

Week 7

Student #	Grammar	Mechanics	Organization	
	1	2	2	2
	8	3	3	2
	9	4	4	4
	10	3	2	2
	11	2	2	2
	12	3	3	2
	13	3	3	3
Total Points		20	19	17

Week 11

Student #	Grammar	Mechanics	Organization	
	1	2	2	2
	8	2	3	2
	9	4	2	3
	10	2	2	1
	11	3	3	2
	12	3	1	2
	13	3	1	4
Total Points		19	14	16

Objective 4

Eighty percent of students will exhibit a more positive attitude toward themselves and a more positive attitude toward school as measured by a pre and post attitudinal survey.

Detailed tallies of the subjects' responses can be found in the table below (Table 6.) Results showed that only two students had an increase in points given on the survey. For both, the gain was minimal. The point range was 0 - 30 with thirty being the best possible score. One student gained two points and one gained three points. Three students showed a minimal decrease in score (from three to six points). Two students, student number 1 and student number 9, showed a drastic decrease in score. This correlated with a change in response from always to never for the item: "I am enjoying all of my writing assignments." Of the seven participants, two others showed a change in response from usually to always for the same item. In response to the item, "I am enjoying all of my writing assignments," only one student developed a more positive attitude. Only two questions on the survey dealt specifically with attitudes toward writing. They are listed, along with detailed responses in Table 7.

Table 6

Results from Student Attitudinal Survey: Pre and Post

Student#		Always	Usually	Sometimes	Never	Total
		freq(pts.)	freq(pts.)	freq(pts.)	freq(pts.)	
1	Pre	1(3)	4(2)	3(1)	2(0)	14
	Post	0(0)	2(2)	4(1)	4(0)	8
8	Pre	3(3)	3(2)	4(2)	0(0)	19
	Post	3(3)	2(2)	5(1)	0(0)	21
9	Pre	2(3)	0(2)	4(1)	4(0)	13
	Post	1(3)	0(2)	4(1)	5(0)	7
10	Pre	4(3)	5(2)	1(1)	0(5)	23
	Post	2(3)	3(2)	5(1)	0(0)	17
11	Pre	3(3)	4(2)	3(1)	0(0)	20
	Post	2(3)	3(2)	5(1)	0(0)	17
12	Pre	4(3)	3(2)	3(1)	0(0)	21
	Post	4(3)	6(2)	0(1)	0(0)	24
13	Pre	3(3)	4(2)	3(1)	0(0)	20
	Post	3(1)	3(2)	6(1)	0(0)	15

*freq(pts) refers to frequency of response times points earned

Table 7
Response to Survey Questions Regarding Writing

Item: I have confidence in my ability to write.			Item: I am enjoying all of my writing assignments.		
Student #			Student #		
1	Pre	always	1	Pre	sometimes
	Post	never		Post	sometimes
8	Pre	always	8	Pre	sometimes
	Post	usually		Post	sometimes
9	Pre	always	9	Pre	never
	Post	never		Post	never
10	Pre	always	10	Pre	always
	Post	always		Post	sometimes
11	Pre	usually	11	Pre	usually
	Post	always		Post	sometimes
12	Pre	usually	12	Pre	sometimes
	Post	usually		Post	usually
13	Pre	usually	13	Pre	always
	Post	always		Post	sometimes

These results, though surprising, could be attributed to three factors. First, the fact that some of the subjects were uncomfortable in a group setting and felt unduly scrutinized by group criticism of their work. It became apparent during implementation that when dealing with adolescents, more time should be taken to build a foundation of trust within a group setting. With such a foundation, participating in a Process Writing Approach session would be a "building up" experience for the

individual rather that a "threatening" experience. Another major factor was that of absences and migration of students during the school year. This caused a "turnover" in the regular group members. Lastly, this writer believes that many in the target group had actually never attempted to compose any writing in English prior to this study. This is concluded because of the baffled looks received, accompanied by the broken question, "..in English?" from a number of the participants. It would be normal to expect some feelings of inadequacy and low self esteem when faced with intense writing sessions in English, having never attempted to compose in the target language (English) before. Compose, as stated here, is a key word since most students in the target group were accustomed to copying from texts rather than attempting to use their own words to address a topic.

Objective 5

Eighty percent of students would demonstrate application of writing skills to content area classes as shown by an increase of 15 percent on grades given on writing assignments in content area classes.

This objective was not met due to the time frame in which the study was completed. The writing assignments to be accepted for this post implementation evaluation were for extra credit in content area classes. Usually all students participate. Due to the pressure of final exams, there were no participants.

Objective 6

Process/Product Evaluation will be made by personal comment from an ESOL teacher and other language arts professional. Please refer to Appendix I:77 to view a completed publication of the project newsletter.

The published newsletter was shared with another High School class in a neighboring community. The classroom teacher's personal comments about her students' responses follows:

"In the first issue of the "Latino News", my ESOL students particularly enjoyed the advice column, "Dear Rafaela", in the newsletter. They shared feelings of identification with other students that have problems similar to their own. They were very eager to write "Dear Rafaela" about their own situations. In the second issue of the newsletter my students enjoyed seeing their own writing published along with "Dear Rafaela's response to their dilemmas. It was good motivation for them to practice their letter writing skills."

Additional comment from a language arts professional at the study site was:

"Any publication of a student's work is wonderful! It should be continued at our school."

CHAPTER V

Recommendations

The results of this practicum study aimed at improving the writing skills of ESOL students were commingled. According to the measurements taken in the pre and post writing assessment test, no consistent improvement was agreed upon by the parties involved in the scoring. It has been recommended that the use of an analytical survey as an alternative method of monitoring improvement may have yielded more consistent results. Further research in determining a measure for writing progress that is both valid and reliable in measuring the development of individual writing skills is recommended. This researcher believes that improvement in the students' writing skills over the course of the study was not justly weighted by the methods employed for monitoring. In fact, this writer observed that the process writing approach, coupled with the use of the computer spell checker, was very successful in allowing even a beginning ESOL writer to produce a composition that is comprehensible to the reader and is relatively free from major contextual error. This ability is of primary importance to the secondary student who must complete writing assignments in a content area class.

was shown by the student attitudinal survey. The factor that many of the students had not approached the task of writing in the target language was unexpected on the part of this researcher. This factor and others, such as unidirectional teaching methods used in the students native country, would seem to make it necessary to devote more time to practice group writing behaviors prior to implementation. This researcher recommends extending the time for modeling group behavior to an entire six week period (two days each week) in order to maximize results. This will be investigated further in the future.

The publication of a student newsletter and especially the exchange of letters between schools, was found to be an effective motivational tool. Due to the positive aspects of this study, the newsletter publication, as well as the process writing approach coined as "Writing to Learn", will be incorporated into the annual ESOL curriculum. Consequently, the possibility of acquiring a desk top publishing station for the ESOL classroom will be investigated.

Newsletter publication and distribution will continue and there are plans to expand our audience. Samples of the finished newsletters will be shared with area ESOL classrooms. This researcher would propose that the study site operate as a "Hub" for newsletter publication. Students from the surrounding counties will be encouraged to send letters to the newsletter's editors for publication in the advice column, human interest section, issues section, and comics. One comment made about the newsletter was that it should be published as a bilingual

newsletter. This writer intends to collaborate with the Spanish teacher at the site to give the Spanish classes the opportunity to participate in producing a Spanish translation of the newsletter.

Once this process has been finely honed, this researcher plans to share its fruits with other area ESOL teachers. Area teachers will be invited to make firsthand observations of "Writing to Learn" and publication in the classroom at the practicum site. Lastly, this researcher would recommend presentation of this report at The Annual TESOL Conference and also submission to the ERIC Document library.

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Appendices

Appendix A

Writing Assessment Test

Appendix A

Writing Assessment Test

Procedure

Students will be asked to write an expository paper on a given topic. Forty-five minutes will be given in which subjects will be instructed to think, organize their ideas and write a response. Subjects will be allowed to use bilingual dictionaries during this task.

Scoring

Papers will be evaluated holistically, while considering four separate elements:

1. Organization

Organization refers to the structure or plan development and whether the points are logically related to one another. Organization refers to the use of transitional devices to connect ideas. Papers scoring on the higher end of the point scale use transitional devices and end with concluding statements.

2. Focus

Focus refers to how clearly the paper presents and maintains a clear main idea, theme or unifying point. Papers representing the higher end of the point scale demonstrate a consistent awareness of topic and respond to the prompt without extraneous information.

3. Support

Support refers to the quality of details used to explain, clarify or define. The quality of support depends on word choice, specificity, depth, accuracy and credibility, and thoroughness. Papers representing the higher end of the point scale provide examples and illustrations in which the relationship between the supporting ideas and the topic is clear.

4. Conventions

Conventions refers to the mechanics of punctuation, capitalization, and spelling, and to variation in sentence structure used in the response. Papers representing the higher end of the point scale follow the correct conventions of punctuation, capitalization, spelling, and variation in sentence structures to present ideas.

Scale

Scoring will be done using a 6.0 point rubric scale in a manner similar to the Florida Writes Writing Assessment Test and according to the same criterion (listed above). Scorers will be given an explanation of the criterion prior to assessment. Examples of fourth grade expository responses previously evaluated in a Florida Writes Writing Assessment Test will be reviewed. Models of papers that were scored high (5.0-6.0), medium (3.0-4.0) low (1.0-2.0) and non-scorable will be included. A pair of scorers will evaluate each expository response. If the score differs by more than one point the response will be reviewed by a third scorer.

Prompts

The writing prompts for the pre and post writing assessment tests were as follows:

Pre test prompt: "Explain to an American adult the reasons why a migrant student may drop out of school."

Post test prompt: "Think of an invention. Explain why it is important to the world."

Appendix B

Survey to Evaluate Writing Mechanics and Form

Appendix B

Survey to Evaluate Writing
Grammar, Mechanics and Form

Please check the statements applicable in the following areas:

Grammar

1. ___Few (if any) noticeable errors in grammar or word order.
2. ___Errors in grammar that do not interfere in comprehension.
3. ___Frequent errors in grammar requiring re-reading for comprehension.
4. ___Errors in grammar or word order so severe that comprehension is impossible.

Mechanics

1. ___Few (if any) errors in punctuation or spelling.
2. ___Occasional errors in punctuation or spelling that do not interfere with comprehension.
3. ___Frequent errors in punctuation or spelling such that the reader has to rely on self interpretation.
4. ___Errors in spelling or comprehension so severe that comprehension is impossible.

Organization

1. ___Highly organized; ideas well sequenced; comparable to a native writer.
2. ___Well organized; ideas linked, but could be clearer; meaning unimpaired.
3. ___Some lack of organization; re-reading necessary to acquire understanding of meaning.
4. ___Lack of organization so severe that communication is impaired.

Appendix C

Student Attitudinal Survey

Appendix C

Student Attitudinal Survey

The following attitudinal survey will determine students' attitudes towards academics and basic skills in learning, reading, and writing. The student responses will be measured according to a Likert Scale using the categories of responses listed. The responses will be rated as follows: Always - 3.0 points, Usually - 3.0 points, Sometimes - 1.0 point, Never - 0.0 points. Therefore the range of responses on the brief ten question survey will range from a minimum of zero points to a maximum of thirty points.

Circle one response

1.	I am learning easily and well.	Always Usually Sometimes Never
2.	I have confidence in my ability to learn.	Always Usually Sometimes Never
3.	I easily remember all that I see and hear.	Always Usually Sometimes Never
4.	I learn more easily and quickly every day.	Always Usually Sometimes Never
5.	Reading is easy and fun.	Always Usually Sometimes Never
6.	I am making good grades on all my tests.	Always Usually Sometimes Never
7.	I am relaxed and alert.	Always Usually Sometimes Never
8.	I have confidence in my ability to write.	Always Usually Sometimes Never
9.	I am enjoying all of my writing assignments.	Always Usually Sometimes Never
10.	I am a good student.	Always Usually Sometimes Never

Appendix D

Weekly Activities

Appendix D

Weekly Activities

General Format

After the initial modeling of group process writing, two days each week were devoted solely to conferencing (peer and teacher) and individual writing activity. An additional one or two days a week were spent in skill activities.

Activities Week 1

1. Student Attitudinal Survey.

2. Heterogeneous Student Grouping-
   Students were placed in groups of three to five- to include one NES student and two LES students of varying abilities.

Activity one: The Interview: This initial activity was used to model group conduct for the Process Writing Approach.

> Group discussion, planning and consensus for an interview.
> Group work to prepare for an interview.

Introduction to newsletters- several posted for observation.

Activities Week 2

1. Discussion about newsletters.
   Example: Who will the audience be?

2. Task selection for newsletter from the following areas:
   Advice Column, Conducting Interviews, Describing Events, Comics, Editorial, and Publication.

3. Related skill activity: Writing letters to class Advice Column.

4. Related skill activity: Listening to and summarizing a recorded interview.

Activities Week 3

1. Work in writing groups on selected task.

2. Related skill activity: Powergraphs; practice writing structured paragraphs.

3. Related skill activity: Phonics; spelling long vowel sounds.

Activities Week 4

1. Work in writing groups, peer conferencing and use of classroom word processor to type and spell check.

2. Teacher conferences.

3. Related skill activity: Exercises in basic punctuation.

4. Related skill activity: Organizing information for reports.

Activities Week 5

1. Finalization of first writing task for newsletter and submission to the editorial committee.

2. Group brainstorming for next writing topic.

3. Writing group work and conferencing.

4. Begin publication of first newsletter (Microsoft Publisher) in Business Education Lab.

5. Related skills: Plurals and possesives; Basic Skills in English pp. 229-233.

Activites Week 6

1. Writing group work and peer conferencing.
(No skills work due to three days of standardized testing)

2. Time to enjoy newsletter publication.

Activities Week 7

1. Work in writing groups, peer conferencing and use of classroom word processor to type and spell check.

2. Related skills: Run on sentences from Write, Write, Write pp.38A-38B.

Activities Week 8

1. Work on word processor to type and spell check. Teacher conferences.

2. Related skills: Writing paragraphs; Write, Write, Write p.39A.

Activities Week 9

1. Finalization of second writing task for newsletter and submission to the editorial committee.

2. Related Skills: Organizing information and writing reports.

3. Related skills: Grammar Games by Davidson & Associates; exercises in plurals and possessives.

Activities Week 10

1. Post letters from neighboring high school ESOL class.

2. Brainstorming; last writing task for newsletter. Begin individual writing task and group conferencing as needed.

3. Related skills: Grammar Games by Davidson & Associates; exercises in plurals and possessives.

4. Editorial committee selects letters from mail received to be published; begin constructing last issue of newsletter.

Activities Week 11

1. Complete typing of peer corrected drafts and hold teacher conferences for final corrections.

2. Submit final writing task to editorial committee.

3. Related skills: Grammar Games by Davidson & Associates; exercises in verb tenses and irregular verbs.

Activities Week 12

1. Completion of final newsletter publication.

2. Post Writing Assessment Test and Student Attitudinal Survey.

3. Time to view final newsletter publication.

Appendix E

Supplemental Materials

Appendix E

Supplemental Materials for Skill Practice

Behrman, C. (1995). Write, write, write. Ready to use writing activities for grades 4 - 8. West Nyack, NY: The Center for Applied Research in Education.

Littell, J. (1980). Basic Skills in English: Book 1. Evanson, Illinois: McDougal Littel and Company.

Grammar Games (1995).[Computer Program]. Torrence, CA: Davidson and Associates Inc.

Jostens Steps to Learning: Beginning (1993). [Computer Program]. U.S.A.: Jostens Learning, Inc. .

Jostens Steps to Learning: Intermediate/Advanced (1993).[Computer Program]. U.S.A.: Jostens Learning, Inc.

Appendix F

Writing Assessment Test Results

Appendix F

Writing Assessment Test Results

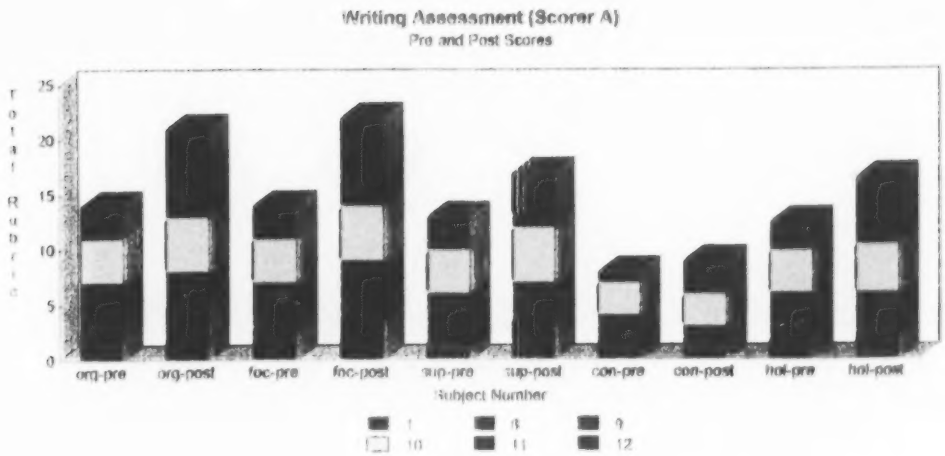

Figure 1

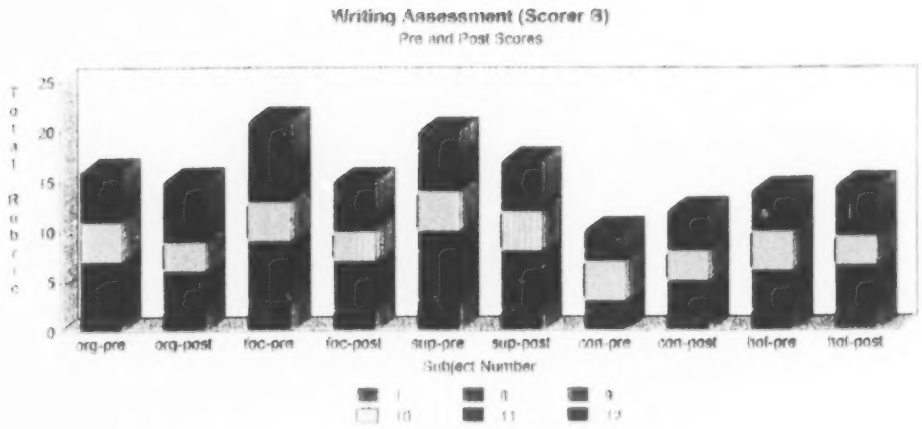

Figure 2

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Appendix G

Samples of Writing Assessment Test

Appendix G

Samples of Writing Assessment Test
Pre and Post Tests

Student 9 Pre Test: Prompt "Explain to an American adult the reasons why a migrant student may drop out of school."

The migrants students what to drop out of school because some times the what to be a long some others times because because they are very lasy and they what to be in the house they dont what to do nothing they dont what to work but some times othes studets what to work but in the filds in thats why the are poor some time Mexicans American drop out of school too but that because they don't wory about the money the American Mexicas were ever they are dificult then the mexicall are because the American Mexicans they want to be a long too but they smoke they smoke marigua and the mexican like we are they don't do the we are Mexican we are poor but berase we don't have no choose this because the mexicans emigrants drop out of school

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Student 9 Post Test: Prompt "Think of an invention. Explain why it is important to the world"

What is very importat for me is the airplane, the car's the buses and taxis because whit this thing you can gou any where that you want to go west if you have a dream you can go make your own trip. In another worlds yo can go to the other continet to see the inventions the have like the bycicle if they have tuvo wheels or just one. The buses is for get to one place to another like if you live in florida you can get in one bus and that way you ca get to your destiny lik los Angeles etc the taxis is for movements in your city or any places that you leave the taxis can get you to the store to the Hospita etc but all the taxis is in one company so they has have a licens insurance policy and Registration of the company. If you have your own Car you don't has to worry about because With the Or you canado what ever you want

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Student 11 Pre Test: Prompt "Explain to an American adult the reasons why a migrant student may drop out of school."

BECAUSE WE NEED MONEY AND WE HAVE TO WORK TO BY SOMETHINGS FOR US. WE WANT TO HELP OUR PARENTS. WE COME TO THE UNITED STATE TO WORK NOT TO THE SCHOOL. AND THE MIGRANT STUDENT WHEN THEY IS IN THE SHOOL THEY SAY NO WE NEVE BUT NEVER WE CAN'T LEARN ENGLISH.

Student 11 Post Test: Prompt "Think of an invention. Explain why it is important to the world"

THE TELEPHONE IS IMPORTANT TO THE WORLD BECAUSE THE PEOPLE CAN COMONICATION BETTER OF ONE HOUSE TO ANOTHER HOUSE, AND IS MOST FAST TO CALL THE EMERGENCE. AND YOU CAN CALL WITH YOUR GIRLFRIEND ALL THE NIGHT FOR THE TELEPHONE, AND IS IMPORTANT WHEN YOU NEED HELD YOU CAN CALL TO 911 WHE YO NEED HELD.

THAT'S WHY IS IMPORTANT THE TELEPHONE.

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Appendix H

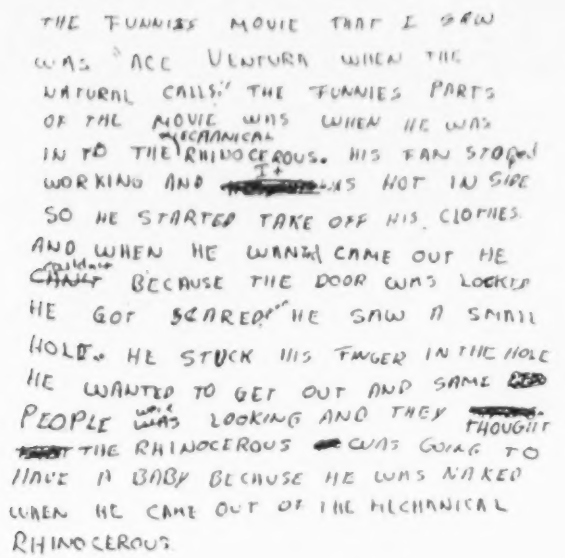
Individual Student Writing Samples

Appendix H

Individual Student Writing Samples

Movie Reviews: First and final drafts

Student #1: "Ace Ventura When Nature Calls"



THE FUNNIES MOVIE THAT I SAW
WAS "ACE VENTURA WHEN THE
NATURAL CALLS." THE FUNNIES PARTS
OF THE MOVIE WAS WHEN HE WAS
IN TO THE MECHANICAL RHINOCEROUS. HIS FAN STOPED
WORKING AND IT WAS HOT IN SIDE
SO HE STARTED TAKE OFF HIS CLOTHES.
AND WHEN HE WANTED CAME OUT HE
COULDN'T BECAUSE THE DOOR WAS LOCKED
HE GOT SCARED. HE SAW A SMALL
HOLE. HE STUCK HIS FNGER IN THE HOLE
HE WANTED TO GET OUT AND SAME
PEOPLE WERE LOOKING AND THEY THOUGHT
THE RHINOCEROUS WAS GOING TO
HAVE A BABY BECAUSE HE WAS NAKED
WHEN HE CAME OUT OF THE MECHANICAL
RHINOCEROUS

ACE VENTURE
When the Natural Calls

THE FUNNIEST MOVIE THAT I SAW WAS "ACE VENTURE WHEN THE NATUREL CALLS" THE FUNNIEST PART OF THE MOVIE WAS WHEN HE WAS IN THE MECHANICAL RHINOCEROS. HIS FAN STOPPED WORKING AND IT WAS HOT INSIDE THE MECHANICAL RHINOCEROS SO HE STARTED TO TAKE OFF HIS CLOTHES AND WHEN HE WANTED TO COME OUT HE COULDN'T BECAUSE THE DOOR WAS LOCKED. HE GOT SCARED AND THEN HE SAW A SMALL HOLE SO HE STUCK HIS FINGER IN THE HOLE. HE WANTED TO GET OUT AND SOME PEOPLE WERE LOOKING AND THEY THOUGHT THE RHINOCEROS WAS GOING TO HAVE A BABY BECAUSE HE WAS NAKED WHEN HE CAME OUT OF THE MECHANICAL RHINOCEROS. AND A LITTLE KID SAID " COOL".

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Student #2: The Jungle Book

The gungle man

what I like of this movie. is when his was a child
he ~~dont~~ doesn't ~~scare~~ afraid for the ferocius animals.
the vest part is when the man his frens
But is a very ferocius tiger. How dont like the boy
the tige to eat that boy. He grew up with
the monkey when he young He went out
His ~~friend~~ he so a big palace with monkey
every wher he found the gold of the people
tree to find in many years. but the gold
was in whold but he fain too a big snake
the snake kill every people go try to find the gold
the best part of the movie he
when he copy the voiz of the Hall animals
the people scare when he going to city
bed the stor dont

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"THE JUNGLE MAN"

What I like of this movie. When he was still a child he didn't have afraid to the ferocious animals. The Best part of this movie is when he makes his friends but is a very ferocious tiger how don't like boy the tiger want to eat that boy. He grew up with the monkeys. when he was young he went out of his tree. He saw a big palaces with monkeys every where. He found the gold of the people try to find in many years. But the gold was in a big hold but what he found was a big snake. The snake killed every person trying to find the gold. The best part of the movie is when he sounds like animal or the same voice of the jungle animals .He scared every person who was in the city. But he still didn't speak like human.

Interview: First, improved and final draft

Student #3: The Interview: A Migrant Family

Mrs Judy born in the U.S.
Hism Granfather and Granmother worked in Okra chop
she changed the school
•She go to the Mexico when was little girl she
stay in the ranch from hism Granparents
she stay here because the school was better
hism mother born in San Benito his father born in
Texas.
she thinks that the education as free in the
U.S

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INTERVIEW
Who: Mrs. July
Why: For more information about to Emigrans in the u.s.
Where: In the library.
When: In Mach, 19-96 March 19, 1996
Mrs. July was born in u.s.a. her Father and Mother worked in Okeechove.
She stayed here because the school was education is free
She went to mexico when she was a girl.
She stayed in here Gramparents ranch

INTERVIEW

Who: Mrs. Julie Burke by Jorge Villegas.
Why: For more information about to Immigrants in the U. S. A.
Where: In the Library.
When: March 19, 1996.

Mrs. Julie was born in U.S.A.
Her Father and Mother worked in Okeechobe.
She stayed here because the Education is free.
She went to Mexico when she was a little girl.
She stayed in here Grandparents ranch in Mexico.

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Appendix I

Student Newsletter: Latino News

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Appendix I

Student Newsletter: Latino News

Latinos News

Send your problems to Rafaela | *What's going on*

Dear Rafaela

D ear Rafaela

I have a problem. My problem is I have no girlfriend. She doesn't like to talk to me, and I can't speak with her because she is difficult.

Inalcansable Amor

Dear Friend,

I think, you should try to talk to her nicely. If it's not working leave her alone, and look for another girlfriend.

Sincerely,

Rafaela

Dear Rafaela,

I have a friend that has a problem because he must go to Texas to work. He needs to wait for his High School diploma. He is planning to leave on May 17, and the school will be over on June 8. His problem is that he needs to wait for his High School diploma. He wants his counselor to send his diploma to Texas by mail. His nick name Manan. What would you say?

Author's name

Dear Raul,

I talked to the counselor about that problem. She said to take the exams early by May 24. The migrant students have the right to take the exams 10 days before school is over. He can't take the exams in Texas because it's going to take too much time to mail the exams back and forth. If he leaves before he takes the exams he'll lose the credits and he has to come next year. If he was not a senior it would be possible for him to take his exams after the 24th. Seniors must complete all requirements by May 24.

Sincerely,

Rafaela

FOCUS

"Epcot was nice"

I f I get a decision of where to go on a field trip I would pick Epcot. Epcot is a beautiful place to go. Before we went on the field trip we saw a movie about it.

This story begins on March 29 at 6:30 A.M. We departed from school at this time and we arrived at Epcot at 9:30 A.M. We spent some time outside waiting for Mrs. Bhebe. She was buying the tickets to enter the place. After that we went inside.

The first thing that we went to was the Living Sea. It was nice and we saw many types of fish like sharks and turtles.After that we went to Mexico and we saw the mariachis singing and we ate there. I ate some nachos. After that we went to the imagination room and we saw a movie of the third dimension. It was a nice movie. And the last thing we went to was the best attraction of Epcot, the big ball. It was the best thing in there. It was beautiful.

After that we went back to the bus station. We came back to the bus at 4:35 P.M. and we arrived at the school at 9:30 P.M.. After that we went home.

Author's name

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LATINOS NEWS ▪ 2

PLEASE WRITE US AT LABELLE HIGH SCHOOL
OUR ADDRESS IS 4050 COWBOY WAY, LABELLE, FL. 33935

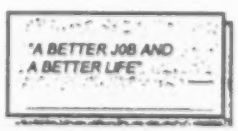
Editors: List of names

FOCUS

THE STORY OF A MIGRANT FAMILY.

Interview to Mrs. July Burke. Her mother was born in San Benito and her father in Seguin, Tx. Mrs. Burke's parents moved because they were looking for a better job and a better life for their children, she was born in the U.S.A. When her mother and father came to Okeechobee they worked as migrant workers and there is when she was born. Mrs. Burke changed a lot of schools, she thought that school was awful. She went to her ranch in Mexico when she was little. Her family stayed in the United Sates because the school is better and the education is free.

Authors name



"THE DIFFERENCE BETWEEN SCHOOLS"

In LaBelle Middle School there are many more Mexican students than Moore Haven, Middle School. In Moore Haven there are only three or four Mexican students, but they already speak English.

There is only one teacher that speaks Spanish in the whole school and she only teaches Spanish. She doesn't teach English in ESOL class. The white people like to speak Spanish.

The difference is that in LaBelle there are many Mexican students. There are about 30 people. In Moore Haven are only 2 or 3 students who don't speak English very well.

Author's name

"MOVIE REVIEW"

ACE VENTURA
WHEN NATURE CALLS

The funniest part of the movie was when he was in the mechanical rhinoceros. His fan stopped working and it was hot inside the mechanical rhinoceros so he started taking off his clothes. When he wanted to come out he couldn't because the door was locked and he got scared. Then he saw a small hole so he stuck his finger in the hole. He wanted to get out and some people were looking and they thought the rhinoceros were going to have a baby because he was naked when he came out of the mechanical rhinoceros and a little kid said "cool".

Author's name

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A Funny Trip OR a costly trip of 50¢

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name of artist and writer

Adios, amigos.

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